DOCUMENT RESUME

ED 037 606 AC 006 392

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TITLE The University and the Community.
PUB DATE [69]
NOTE 19p.; Paper presented at "Focus-69," the annual conference of the Department of Extension, University of Alberta, Edmonton, Alberta

EDRS PRICE EDRS Price MF-$0.25 HC-$1.05
DESCRIPTORS *Community Service Programs, Cultural Enrichment, Educational Innovation, *Educational Responsibility, *Educational Trends, Higher Education, Relevance (Education), *Universities, *University Extension

ABSTRACT

This paper presented views on the role of the university, and particularly the University of Alberta, in the community in the 1970s. Such indicators as population growth, income growth, rising level of education, rising levels of taxation, the rapidity of technological advance, shifts in social pattern, all pointed to a rapidly growing demand on universities for direct services by an adult public. The modern university must be seen as a place of lifetime learning. Adults require and will demand full access (in a sense, ownership) to institutions which their tax dollars support. Deliberate involvement of the public is an issue which invites thoughtful consideration. A variety of adjustments to the typical university organization has the potential to provide encouragement and opportunities for formal and informal learning to the community. In the generous service, direct and indirect, of all its constituents, youth and adults, the university would be serving itself. (PT)

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# THE UNIVERSITY AND THE COMMUNITY

There has perhaps not been another period in this century when the universities in this country, on this continent, and, indeed, across the world, were more yeasty. Certainly in our lifetime there has never been so much space in the public press devoted to riots, marches, sit-ins, love-ins, and other varieties of protest. Nor at any time has public interest in institutions of higher education been so evident as this conference attests. The remarks which follow are intended to offer a point of view of one principally concerned with continuing education on the role of the university in the community.[1]

Let me begin by your inviting consideration of what is meant by the role of the university in the community. Every university, of course, relates itself to a community or communities in a variety of ways. The character and intensity of these relationships differ, sometimes sharply, as among institutions. But perhaps we might accept as a generalization of the varying patterns this statement from a recent report of the Carnegie Corporation:

> University public service is a concept which is difficult to define precisely. Although it is usually thought of as one of the triumvirate of university pursuits, it can and often does include the other two,

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[1]This paper was presented to "Focus '69", an annual conference meeting of the Department of Extension, The University of Alberta, which on other occasions has considered "Adult Education in Conditions of Conflict," "Mass Communication and the Individual," "Leisure," "Privacy." The topic for this meeting, "The University and the Community" was outlined thus: "This theme has been chosen at a time when universities have become centres of public interest and discussion, when there is controversy about the relevance of university teaching and research to present day problems, and when there is question about the relationship of universities to political, social, industrial, and military affairs. How best can the university serve the community while retaining independence of research and teaching and holding to the proposition that there is still a place for liberal education? How best can the university perform its extension function?"

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> teaching and research . . . It has to do with the outreach of a university to society at large, with extending the resources of the campus to individuals and groups who are not part of the regular academic community, and with bringing an academic institution's special competence to bear on the solution of society's problems. It can involve all members of the academic community, including students, although most frequently we think of it as an activity of the president and of the faculty. It can take place on or off the campus, and can be related to either the governmental or private sectors of our national life. Lastly, the emphasis in public service is on converting knowledge into readily usable forms for immediate application.[2]

We would start, I suggest, with asking ourselves a basic question: how valid is the assumption that The University of Alberta *should* have a service role in the community other than through its traditional functions of undergraduate and graduate instruction and research?

At this point, let me admit my own biases. For some years, I have been a member of a department of this University, the chief concern of which has been not the regular day-time student but the adult and all of the ways in which the University might meet his adult needs in education. Secondly, and as a part of my own philosophy, I accept Edward Annand Corbett's judgment of the vital significance to adults of opportunities in education.

> If I have a working philosophy of adult education it is based on the conviction that the desire for knowledge is a normal human appetite, and that the capacity to acquire knowledge continues throughout life. I also know from long experience that through study, discussion and planning together people can change their social and economic environment and in doing so change themselves.[3]

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[2] "The University at the Service of Society," 1966-67 Annual Report of the Carnegie Foundation for the Advancement of Teaching, pp. 4, 5.

[3] E. A. Corbett, We Have With Us Tonight, (Toronto: Ryerson Press, 1957), p. 220. E. A. Corbett, formerly Director of Extension at this University was a pioneer adult educator in Canada.

And as an administrator invariably curious about how public organizations function, I find still very relevant the reflection of Henry Marshall Tory, the founding President of this University, in his address to its first convocation:

> This establishment in addition to the capital expenditures in buildings and equipment, costs the people of Alberta over half a million dollars a year. Many of them will never see the place, much less have an opportunity of attending, or having their children attend, its classes. Yet we want the citizens of the province to feel that the university belongs to them, that it exists to serve them. The time may come when the existence of a university will depend upon the public's assurance that its thinking and research are of vital importance to the community. The job of the extension department is to find out from the people what the university can do for them beyond the class-room and the laboratory.[4]

There is an important reference point I should now introduce -- The Universities Act, 1966. The Act speaks in two sections to the role which Alberta universities have in the community. The first is in reference to the duties and powers of the board of governors of the University. Here the Act says simply that the universities have a responsibility to contribute to the educational and cultural advancement of the people. The second reference specifies the duty of the senate of each university to inquire into any matter than in its view might enhance the usefulness of a university and make such recommendations as it sees fit. Each senate, as you will recollect, is a body deliberately oriented to the public at large with a

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[4] E. A. Corbett, "But, is it education?", Queen's quarterly , Winter, 1941, quoting Dr. Henry Marshall Tory as cited by J. R. Kidd, Adult Education in the Canadian University, (Toronto: Executive Mailing Service, 1956), p. 39.

membership including "30 representative members . . . to represent affiliated colleges or institutions, geographical areas and groups and organizations with an interest in the university."[5]

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[5]The Universities Act, (being chapter 105 of the Statues of Alberta, 1966, with amendments up to and including 1968, Office Consolidation, Edmonton: Queen's Printer, 1968), pp. 4, 8.

"10. (1) It is the duty of a senate to inquire into any matter that might tend to enhance the usefulness of the university.

(2) In particular, but without restricting the generality of subsection (1), a senate is empowered to

(a) require a report on any matter from any faculty or school council and the students' council and any members of the academic staff of the university,
(b) receive and consider submissions from anyone interested in the university, and
(c) arrange for public meetings, radio and television programs and such other means of acquiring and providing information with respect to the university and its functions as it considers appropriate,

and in consequence thereof make such report and recommendations as it considers advisable to the board or the general faculty council or to the Universities Commission or the Universities Co-ordinating Council."

[1966, c.105, s.10]

"15. (2) It is a duty and function of each university to contribute to the educational and cultural advancement of the people of Alberta at large and a board may

(a) establish and provide programs, services and facilities to carry out those purposes, and
(b) co-operate with any other institution, body or person for the establishment and provision of such programs, services and facilities,

in such manner as the board considers proper."

[1966, c.105, s.15; 1968, c.100, s.3]

Universities in the 1970's

The numbers and characteristics of institutions of higher education on this continent have reflected public need. The development of land grant colleges in the United States, for example, reflected a clear sense of the need in the last half of the nineteenth century. The community colleges in this country (numbering approximately 110) mirror Canadian sentiment about more liberal access to higher education. The transformation of The University of Alberta from a liberal arts college to a multiversity over a period of three decades marks a radically changed Canada as does the spectacular creation of that "instant university", Simon Fraser.

Let me here suggest some of the forces which are likely to bear on the relationship existing between a university and its community. There are the obvious ones. People in the Western countries are living longer, are marrying earlier, are having their families earlier, and are free of family responsibilities at an earlier age. All of us are much better off in a material sense although it seems that the gap between rich and poor is growing. We now take worker mobility for granted; people are more mobile not only in terms of place of residence but in ready acceptance of a variety of jobs during their working lives. Most people have, at least in theory, more leisure; moreover, they have many more ways of using their leisure.[6]

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[6]See The Universities and Adult Education, (Bristol: Universities Council for Adult Education, 1961)

All of these things we see reflected in our own province which has, it is interesting to note, in the 25 years between 1941 and 1966 exactly reversed its proportions of rural-urban population. Today, about 70 per cent of the population of this province live in urban areas.[7]

When we look specifically at universities across Canada, we note a spectacular transformation within them. Generally speaking, the academic staff have assumed firm control. Undergraduate students, graduate students, and professional organizations now have wide ranging representation in the major councils of the institution. But one notes that the voice of the people is still but dimly heard.

I think it is still true in Canada that universities face a seller's market in staff recruitment and that university staff members are extraordinarily mobile. We recognize that the university community today doesn't exist within the bounds of any campus. It is a national, and, indeed, an international community. It follows, it seems to me, that it is in the international community that university staff members seek to make their mark and that this they do through the medium of research reported in professional journals of international circulation. A question we might ask is whether, now, the individual academic's sense of commitment is to his institution or to his profession. The answer, it would seem, has a great bearing on which of the major categories of university activity, research, teaching or community service, the staff member might choose to emphasize.

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[7] Alberta Bureau of Statistics

Those of us who are twenty years or more removed from undergraduate life will likely have been perplexed by the obvious evidences of student dissatisfaction -- protest, rioting, and destruction -- that have marked many a campus. Today's students, or more accurately the so-called activist generation among them, insist and, in my belief, quite properly in a more active role in determining the kind of education they are to get both in terms of curriculum and of teaching methods. What of these students twenty years hence? Doubtless some of them will have become 'organization men', submerged in the folds of an affluent society. But not, I suggest, all of them. Many of them, well-learned in the tactics of pressure, will have a good deal to say about a host of public issues, not least among them the role that a university should play in the community.

Apropos of this, let me note the obvious: that no public institution, universities included, lives in a vacuum of community relationships. I don't really know in specific terms how this University is regarded in its Alberta constituency. But it seems to me that Tory was correct in suggesting that the continuing viability of the institution is tied to this public regard. Its 25,000 students during the year, let us remember, are only a tiny fraction of that larger provincial community of 1,700,000 which pays the University's bills.

It would be generally conceded, I believe, that one of the responsibilities of a university is that of providing a skilled working force. But does a university's responsibility end with turning out its graduates? Does a university have a further responsibility to serve its

graduates and others with varieties of continuing education? John Deutsch, one of Canada's eminent economists and now Principal of Queen's University, offers this expert view:

> . . . it is vitally important in the interests of the whole economy that adult education and training programmes continue to be improved and expanded. Training and re-training programmes would appear to yield large benefits in relation to the costs involved -- benefits not only in the form of higher incomes to those who receive training, but also in the form of higher output and productivity for the economy as a whole, all of which would help to raise government revenue to compensate for the costs involved.[8]

Dr. Deutsch goes on to make some predictions concerning population *growth* and population *structure* in Canada in the next decade. We know that our population is growing but perhaps we are not as aware of the curious bumps that appear in the *distribution* of ages within the entire population. To summarize,

> . . . While the population as a whole grows by 25 per cent, the work force by 50 per cent, the age group 18--24 during this period increases by two-thirds roughly speaking.[9]

But there is another age group Dr. Deutsch points out that affects many things -- economics, education, government. This is the age group of the early 30's - 45. This is a very important group because out of it comes the directing element of our society. They include middle-management people developing into senior management people. This group is going to

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[8] "The Canadian Economy from the 1960's to the 1970's", Economic Council of Canada, Fourth Annual Reivew, (Ottawa: Queen's Printer, 1967), p. 259.

[9] Professor John J. Deutsch, "The University and Economic Macrochanges in the Canadian Economy," paper presented to Canadian Association of Departments of Extension and Summer Schools, 1968.

be very small in relation to the total population, a reflection of the low birth rate of the 1930's, and its numbers will not grow much over the period 10-12 years ahead.

> . . . So we're confronted then, in our society, with a shortage in the age groups where we look for superintendents, officials, managers, directors, things of this kind. When the more senior responsibilities begin to be assumed in this group, we will be terribly short. Everybody knows that now who's doing any recruiting at all, that this is a dreadfully short age group even now. We find it reflected in all aspects of life. Whether it's looking for university professors or looking for managers, you find you have the same problem. The numbers are very few.
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> This means that we've got to do one of two th[illegible]gs in future. We've got to use more quickly our young people [illegible] senior responsibilities. We've got to develop them faster; that means more training as they go to work or rapid development of their capacities. And we have to continue to use the older people for longer times. And that has implications in regard to keeping up to date the older people who must continue to assume responsibilities.[10]

Both of these age groups, let us note, are those now served by continuing education facilities. One can draw his own conclusions about the degree of demand on the extension facilities of the university in the immediate future.

It is almost impossible these days to read a newspaper without seeing evidence of public concern with tax levels. Everyone wants more public services; everyone wants a smaller tax bill. Education, health, welfare, clamour vociferously for the tax dollar. But expenditures for education continue to lead all others and in fact will double in the next five years.[11] Given the mounting bill for education, is it reasonable to

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[10] Ibid

[11] Ibid. It [education] ". . . is already the biggest single activity in our society. It's the biggest item of government expenditure. It is far the fastest growing, that and health care. And it's going to continue to be the single biggest activity in society, education and all the associated activities, information and so forth . . . "

speculate that the citizen is going to want to know in rather more precise terms what value he is getting for his education dollar spent at a university.[12] And, too, given the demands on him to refurbish his skills, I predict that in ever increasing numbers, the citizen will be knocking on the doors of our universities demanding more training, more education -- and as a matter of right.

In summary, then, such indicators as population growth, age groupings, income growth, rising levels of education, rising levels of taxation, the rapidity of technological advance, shifts in social patterns, all point to a rapidly growing demand on universities for *direct* services by an adult public.

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11 (Cont.) By way of illustration of rapidly increasing costs, it is estimated that in the nine year period 1967-75, total expenditure on universities by governments alone will rise from .9 billion to 2.7 billions. Source: "Weekly Bulletin," Dominion Bureau of Statistics, Ottawa, October 24, 1969.

12 Alphonse Riverin, President of the new Université de Québec, states that "the public has a right to know what the university is doing with its money" and that "these issues [of priorities in expenditures] should be opened to public debate." Edmonton Journal, September, 1969. It seems unlikely that this view would be shared by other university heads at present.

See also "Toward Community in University Government", Report of the Commission on the Government of the University of Toronto, 1969, p. 23. ". . . In the fact of this enormous public support, all educational institutions, but perhaps universities most of all (being the most expensive per student), will have to justify their current and projected programmes, their costs, and their expansion plans at a level of detail and hard analysis unprecedented in our history."

Economic Council of Canada, Sixth Annual Review, Perspective 1975, (Ottawa: Queen's Printer for Canada, 1969), p. 167. ". . . Given the fact that education now accounts for about 20 per cent of the total expenditures of all governments in Canada, and the fact that the level of government outlays for education will approximately double between now and 1975, it is vitally important that greater attention be devoted to increasing the *efficiency* and the *productivity* of our educational effort. To do this, it will be necessary to acquire a better understanding of many aspects of the educational process".

The Role of the University in the Community

Traditionally, the role of the university has been the generation of new knowledge, the storing of knowledge, and the transmission of knowledge. These functions, sometimes quite circumscribed in practice, were until quite recently the role which the public tacitly acknowledged. But today that role is subject to searching examination by both students, staff and administration.[13]

One American academic sees the beginnings of the Berkeley strife of five years ago as the clear line of demarcation between past and future.

> . . . For the universities, the significant moment occurred five years ago when Mario Savio stood on the steps of Sproul Hall at Berkeley and defended the Free Speech Movement in terms that characterized the university regents as a corporate board of directors, the faculty as workers, the students as raw material, and the entire process of higher education as dehumanizing, illiberal, irrelevant, and immoral. Worst of all, he was implying that it was boring . . . [14]

Change is in the air and it is difficult to accept that the voice of the public will not be raised in the process.

I would be doing this University less than justice if I were not here to recognize the kinds of ways in which it *now* reaches out to the community. Clearly the research effort of the University leads to a richer

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[13] Howard Zinn, "The Academic Revolution, 2. The Case for Radical Change," Saturday Review, Vol. LII, No. 42, (October 18, 1969), p. 81. It is interesting to note the questioning of one academic of the relevance of academic research to the times. ". . . Am I urging Orwellian control of scholarly activities? Not at all. I am, rather, suggesting that scholars, on their own, reconsider the rules by which they have worked, and begin to turn their intellectual energies to the urgent problems of our time . . . " (p. 95)

For a useful statement of the "traditional" and the "radical" view of the university as an institution, see "Toward Community in University Government", Report of the Commission on the Government of the University of Toronto, 1969, pp. 6-9.

[14] Wallace Roberts, "The Academic Revolution, 1. Patterns of Reform", Saturday Review, Vol. LII, No. 42, (October 18, 1969), p. 80.

physical, economic, and social life. Health has improved because of university research; highways are better; Alberta farmers are enabled to grow much more grain though they must see it accumulate and deteriorate in their bins. The impact of scholars from this University is felt in government and industry, not just in Canada but all over the civilized world. Some of its staff members participate in community affairs; faculties of this University serve directly in underdeveloped countries. There are probably none of you here who have not had a direct contact with the University either through CKUA radio or through films or books from the Extension libraries. My point is not that nothing is done but that rather, recognizing the flux of our times, plans should be made for the future.

So much has been said about the impact of advancing technology that the phrase has become a cliché. But the reality of new technology -- our ways of doing things -- is the now constant necessity all of us face to re-equip ourselves for the jobs we do as they get more technically difficult. Coupled with that is the likelihood of greater leisure which, presumably, we hope to fill in productive fashion. I believe as a consequence that universities will, and indeed must, become places of lifetime resort.

Seeing the hordes of undergraduates which descend on the university annually and knowing the resources available to serve them, I have the greatest sympathy for administrators as they do their best to serve this youthful constituency. But what concerns me is the almost total pre-occupation of universities with the young. What about the adults?

To echo Dr. Kenneth Hare, former President of the University of British Columbia, by what possible right can we regard adults as a peripheral responsibility? Surely their needs in education, as the Economic Council's report emphasizes, are just as real and just as pressing. Does not a university have a responsibility not just to the favored children of society but to all who wish access to it? Indeed, in purely political terms, it would seem to me vastly unwise to overlook the obvious: that it is adults who foot the tax bill for the institution. Nor do I think a university's role should be one simply of passive acceptance of the adult as a student. While it is true that there is nothing in this University's Calendar to inhibit a potential student by reason of his age, it is equally true that little is done to encourage and to counsel the would-be adult student.

I have a view, romantic perhaps, of a university as a group of scholars and students bound together in the pursuit of learning who are actively the conscience, the gadfly of the community, who remind men of their heritage, who relate past to present, openly speculating on how the world *might* be. A university is, after all, an institution nurtured by society, protected and given freedom as other citizen groups are not by the mechanism of tenure, with a more or less neutral or, better, non-partisan stance in society. It seems to me that, almost as a matter of contractual consequence, a live, vocal body of scholars, articulate, informed, opinionated, should, in a wide range of public affairs issues, be pricking the community to better things. Let the university become

what it should be: not, as someone has put it, just an accommodation for the young, not just a secure shelter for scholars, but rather a vigorous core of enthusiasts on the cutting edge of society's advance, "mixing it up" with the people, presenting their arguments and offering their moral judgments. There is, let me remind you, no other institution in our society to do this vitally important job.[15]

Another prospect for the university is that it will become an institution in which the public has a clear voice. Here let me enter an important caveat. A university, in my view, is not an ordinary institution and must be run by the community of academics, students, administrators and support staff.[16] But no institution in today's complex society exists in a void. The voice of the community -- and not as filtered through academic ears -- should, for the institution's own good health, be heard in university deliberations.[17]

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[15] "Toward Community in University Government", Report of the Commission on the Government of the University of Toronto, 1969. ". . . Since staff salaries are drawn largely from public tax revenues, professors have a particular obligation to put their expertise at the service of all sectors of the community. A failure to do so would lend support to the charge that the university serves wealthy elite groups rather than society as a whole." p. 18

[16] Ibid, p. 10

[17] Ibid, p. 23, "Recommendation 46: That there be established a committee of the Governing Council to be known as the External Relations Committee. It should be composed of faculty, students and lay members of the Governing Council; it should also include appropriate representatives of the community, including aldermen, MPP's, and representatives of local organizations such as ratepayers' associations. This committee would provide the President with advice and support in his discussions and negotiations with local governments and community associations, with which it is important that the university maintain equitable, friendly and informed relations."
Ibid, p. 20, Recommendation 23.

Granted, it is true that representatives of the public now have representation as, for example, on board of governors and as representatives of professional societies. But that voice of the public is largely muffled when what is being discussed are matters academic. I am aware this is not, I expect, a very popular notion as the Honourable Gérard Pelletier may have noted when he said to a meeting of the Association of Universities and Colleges of Canada:

> I myself would have found it interesting for the University to propose definite ways of breaking out of the academic aristocracy and ensuring an increased presence of society itself at the deliberation table where the university of the future is being planned.[18]

I have left one important facet of the university in the community, university extension work[19], to the end; not, of course, because I believe it to be unimportant but because all of you here will have some familiarity with it. How effective it is is more appropriately left to the judgment of the consumer of the product and to people like you, interested as you are and knowledgeable about this University.[20]

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[18] Address to the Association of Universities and Colleges of Canada, The Honourable G. Pelletier, Secretary of State, 1968.

[19] For a summary of current program, see "Annual Report on the Extension Activities of The University of Alberta", March 31, 1969.

[20] "A Statement of Long Term Plans", Department of Extension, University of Alberta, 1969.

> "University extension exists to extend the resources of the university to the people. There tends to be a separation between university scholars and the people of the Province which inhibits intellectual intercourse between them. The purpose of university extension is to provide a framework in which the layman can be involved on his terms in a university-community dialogue. Apart from the advantage to the layman, this meeting with people drawn from the active world is useful in regenerating the inquisitive nature of university scholars.

An Agenda for the Future

Here let me gather together the main issues we face in considering the role of the university in the community. First, does the university have any real role in the community or communities it serves other than through its traditional responsibilities of intramural teaching and research? If so, how best, to use the words of the Universities Act, might this University "contribute to the educational and cultural advancement of the people of Alberta at large?" What impact will current social forces have on the University? What new demands on it will be made by the economy?

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[20] (Cont.) A central characteristic of university extension is its aggressiveness -- its deliberate reaching out to people in ways not traditional to scholars. Bold thinking and innovation concerning the means of bringing the university out of the ivory tower into the world of ordinary folk must be an essential characteristic of an extension division. It is likely inevitable that university extension will maintain a number of 'standard' programs, but this fact should not make a division lose its drive for the new and the experimental. Audacity and initiative in the exploration of new program and new teaching-learning techniques for students must be an integral part of its policy.

The drive of university extension is to establish an educational unit which specializes in the job of educating adults. The main function of other university departments lies in research and teaching. A continuing education division should, as its prime responsibility, concern itself with the education of adults and do the job in such a way that the demands on the institution from the public are met both expeditiously and economically.

The essence of the professional element in university extension lies in these functions: maintaining contact with segments of the community in all of the ways that this happens; ascertaining and defining community needs in continuing education; and creating and participating in the educational experiences through which the adult can best learn. This last, the framework in which the adult undertakes his education, is a reflection of what is known about best methods of teaching adults, adult learning attitudes, skilful use and integration of educational media, and effective program administration."

What degree of public involvement in university affairs is necessary or desirable? How best might University extension make its contribution?

Your response to these questions will be reflected in your assessment of the proposals which follow.

Sir George Williams University in Montreal, as you will recollect, was created to serve *the adult student* in his evening hours. Its entire organization, indeed, was geared initially to the adult and only later to ordinary day-time students. In its dual capacity, it has been extraordinarily successful. I suggest that the time is ripe to consider a complete restructuring of university operations towards the end of opening the whole of the university to students of all kinds and ages in programs designed to serve their needs at their convenience.[21] All students then, young or old, for shorter or longer periods, would be students of the university.

Adults, many of them women relieved of their childrearing responsibilities, speak of themselves as uncertain of their goals and unsure of procedures when they seek to return to their education.[22] There are at least three ways in which a university might make itself immediately more useful to adults: by offering competent adult counselling; by naming an officer with particular responsibility for assisting in registration; by publicity designed both to encourage them and to exhibit the range of offerings open.

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[21] "Toward Community in University Government", Report of the Commission on Government of the University of Toronto, 1969, p. 33.

[22] See "Problems facing Mothers Registered in Degree Programs", a brief presented to the Senate of The University of Alberta at its meeting of November 21, 1969, by Linda St. Onge, Mothers on Campus Committee.

Since Canadians are so mobile and since they reflect such a variety of secondary school experience, since educational standards vary from province to province and from generation to generation; I would propose study towards the development of a common admission standard parallel to the College Entrance Board examination.

Far too often, adult students have to use the butt hours of the day for their continuing education. The release of employees in Britain for training during working hours is a matter of course. What steps might the university, jointly with business and industry in the Alberta community, take to encourage the day-release pattern?

Adult students come into the classroom with an experience of life and thus a capacity for a quality of understanding not matched by the undergraduate. Adult educators have argued the development of an undergraduate degree program of equal quality to any other but designed for the adult as a student. I suggest that this represents an approach to an important adult clientele which is worthy of exploration in this University.

A recent seminar on this campus explored the idea of joint appointments or exchanges of appointments of University staff members with government and industry. The administrative difficulties of such an exchange of staff are not insurmountable; the potential for a leavening effect on each side is sufficiently important to warrant careful study.

And, finally, some questions about approaches in continuing education. In what ways can the university come closer to its goal of extending liberal studies informally to adults? In what ways can it best

participate in and stimulate the discussion of public affairs? How best can radio and television be used to supplement the outreach of the University?

## Summary

University public service, as has been noted, embraces a wide variety of pursuits. A number of forces, it is suggested, will influence the intensity and character of the outreach of the institution. Among them are changes in the universities themselves not entirely unassociated with student discontent, economic forces, some of them related to technological advance, and general public interest in all tax-consuming agencies. The modern university, it is suggested, must be seen as a place of lifetime resort. Adults require and will demand full access, in a sense of ownership, to institutions which, in dramatically increasing scale, their tax dollars support. Deliberate involvement of the public is an issue which invites thoughtful consideration. A variety of adjustments to the typical university organization has the potential to provide encouragement and opportunities for formal and informal learning. In the generous service, direct and indirect, of all of its constituents, youth and adults, the university serves itself.

November 14, 1969

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FEB 18 1970
on Adult Education